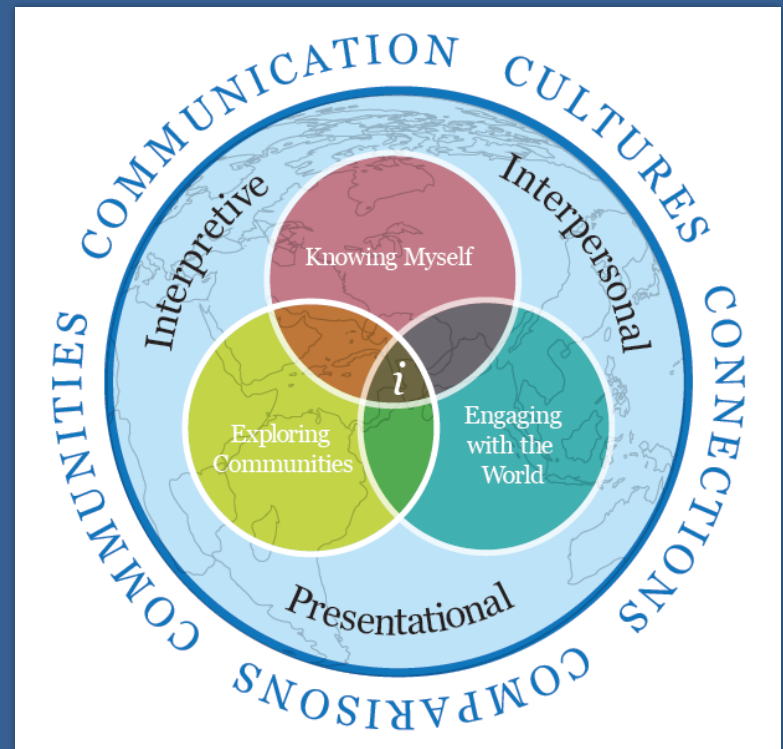


Making it Meaningful: Planning for Learning

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lauraterrill.wikispaces.com

pinterest: lterrillindy

Keys to Planning for Learning: Effective Curriculum, Units and Lessons

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning> ↗

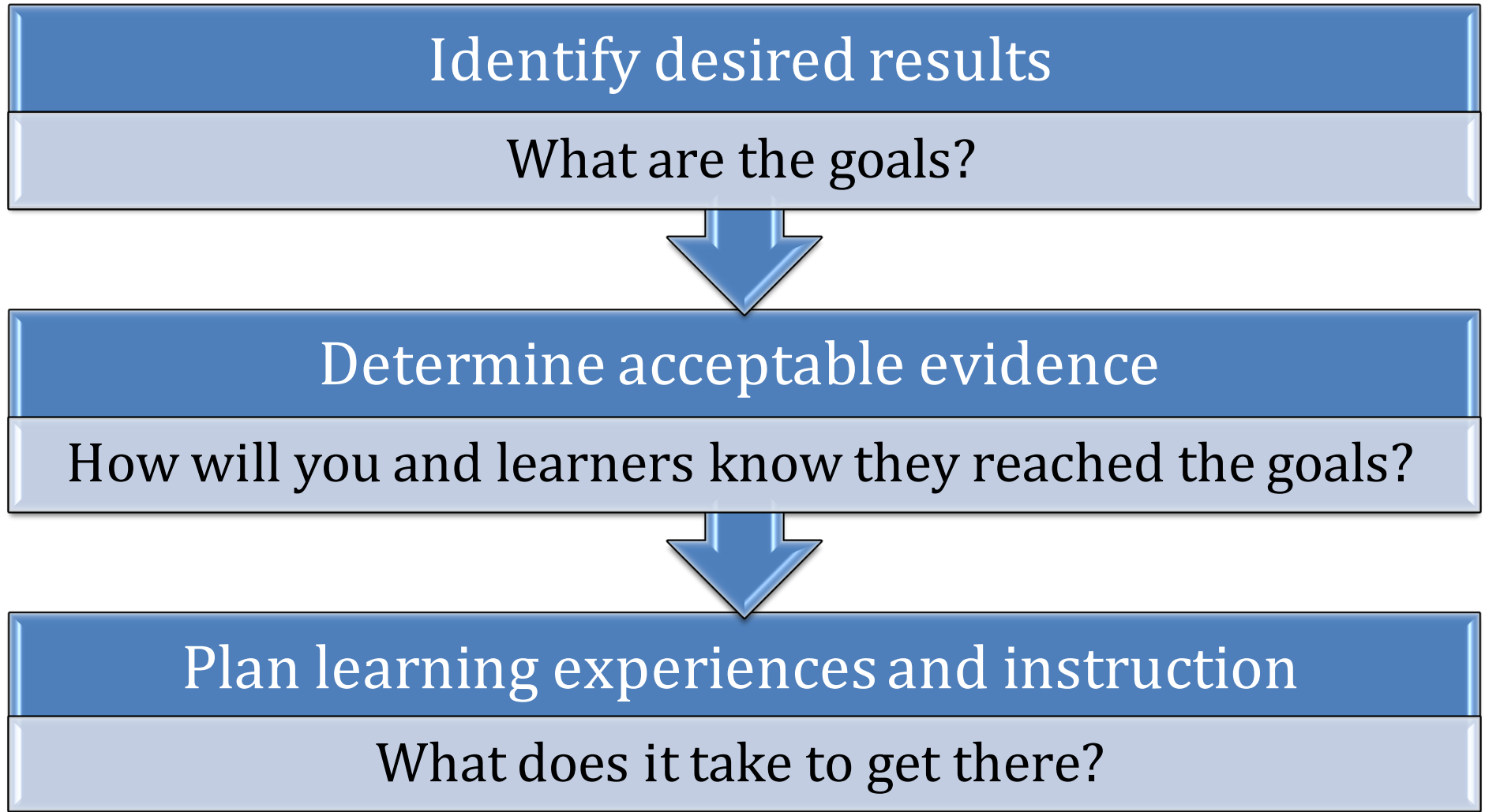
Agenda	
Powerpoint Slides	
NCSSFL-ACTFL Can Do Statements	 NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSSFL-ACTFL Global Benchmarks	 NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
Proficiency Based Rubric	 IPA Interpersonal Mode Rubric - Novice c... Details Download 700 KB
Performance Based Rubric	 Interpersonal Rubric.docx Details Download 117 KB

Workshop Goal:



Learn guiding principles for designing standards-based units focused on developing learners' language performance toward proficiency.

Backward Design – Units and Lessons



“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey





Stage1: Curriculum in separate columns ...

7

Grammar

-
-

Vocab

-
-

Culture

-
-

Skills

-
-

... or integrated?

8

Grammar	Vocab	Culture	Skills
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

functions
grammar
culture interpersonal
presentational
interpretive content
vocabulary
modes

Backward Design

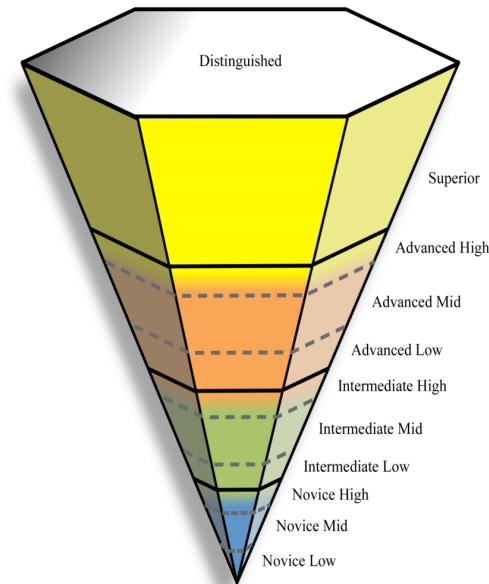
Identify desired results – What are the goals?

What?



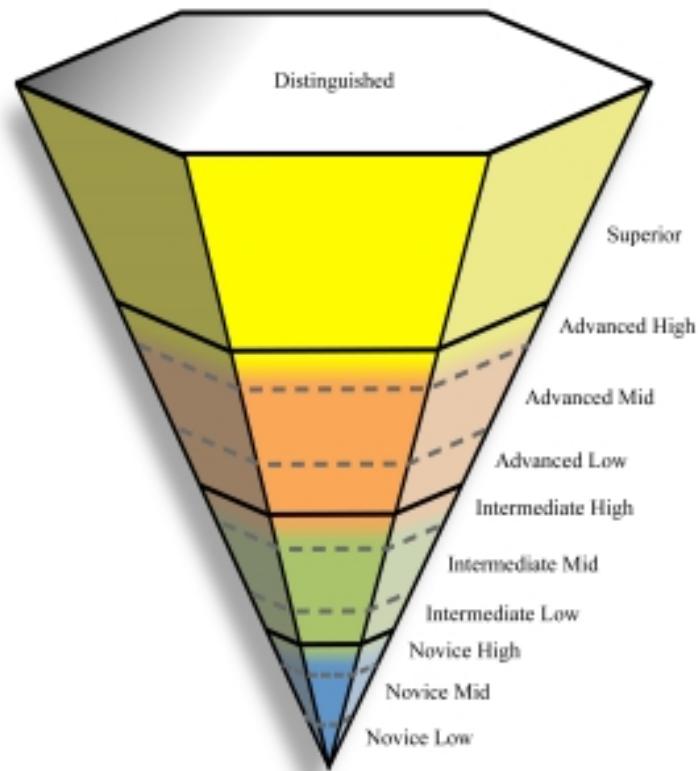
**WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES**

How well?



Performance and Proficiency

Proficiency



Performance



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

Proficiency



Proficiency

- ❑ Independent of specific classroom instruction
- ❑ Spontaneous
- ❑ Broad content and context
- ❑ Sustained performance across all the tasks and contexts for the level

Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

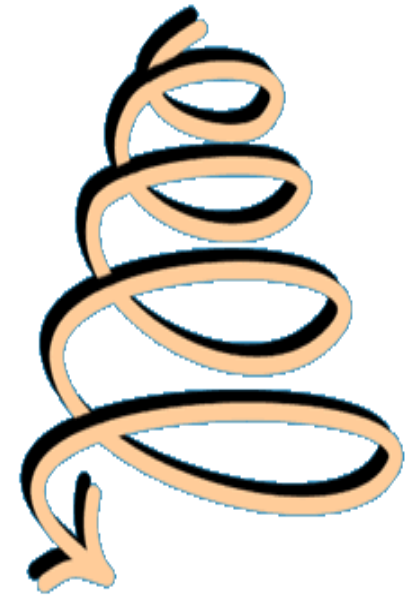
Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Text Type

Quantity and Organization of Language Expands

- ❑ Isolated words
- ❑ Words and phrases
- ❑ Discrete sentences
- ❑ Strings of sentences
- ❑ Connected sentences
- ❑ Single paragraphs
- ❑ Multiple paragraphs
- ❑ Extended cogent discourse



Proficiency-based Rubric

Interpersonal Mode – Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

Performance



Performance

- ❑ Based on classroom instruction
- ❑ Practiced
- ❑ Familiar content and context
- ❑ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

NCSSFL-ACTFL Global Can-Do Benchmarks

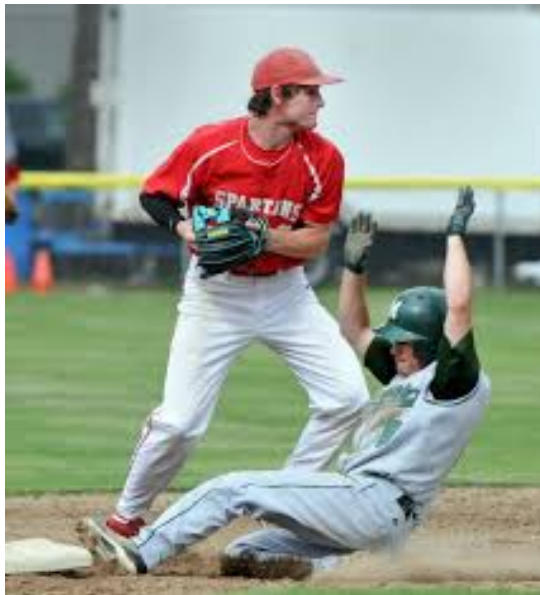
Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

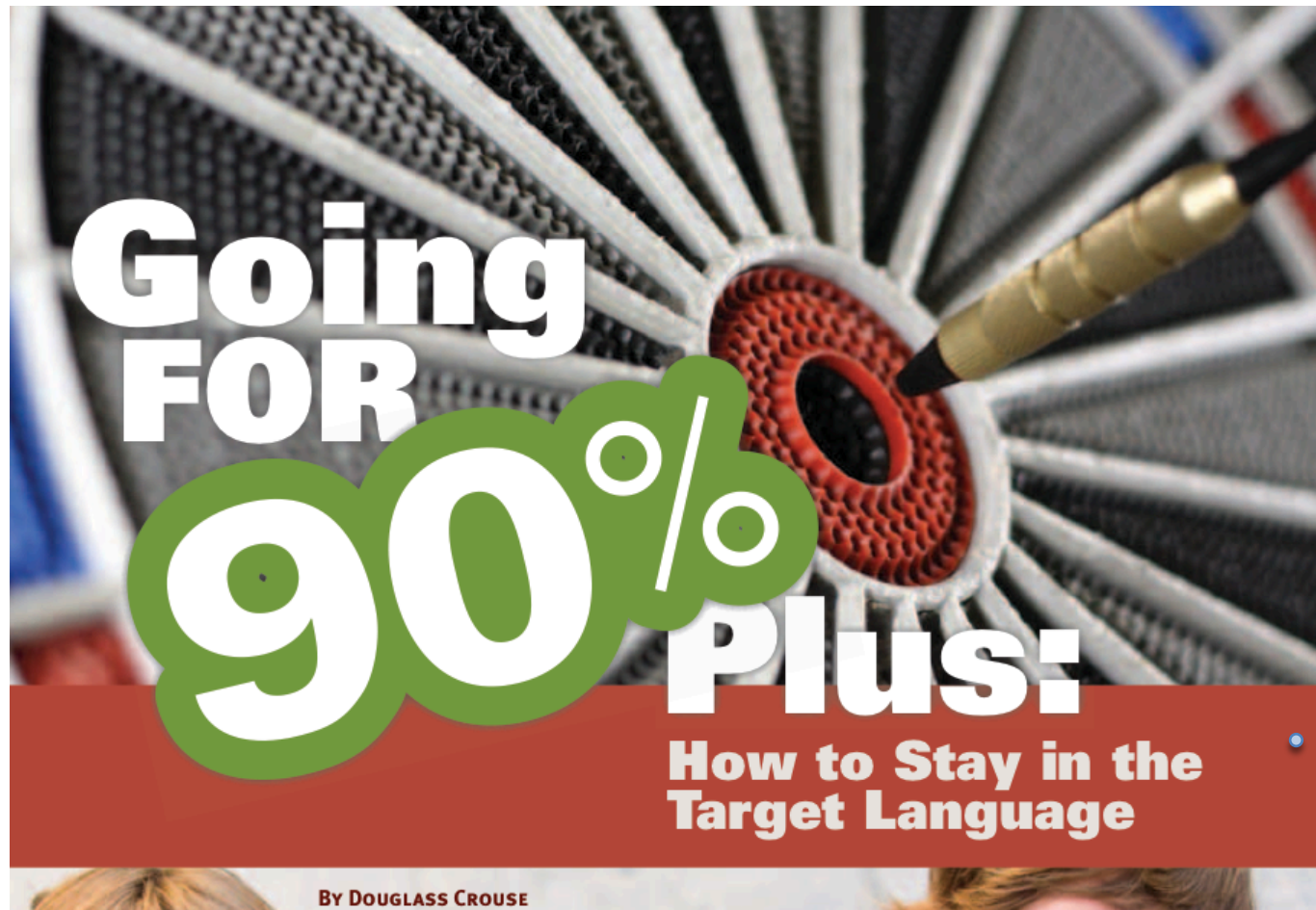
Performance Rubric – Interpersonal Task

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

Learning a language is like learning.....



Using the Target Language and Providing Comprehensible Input for Instruction



May I speak English?

Backward Design

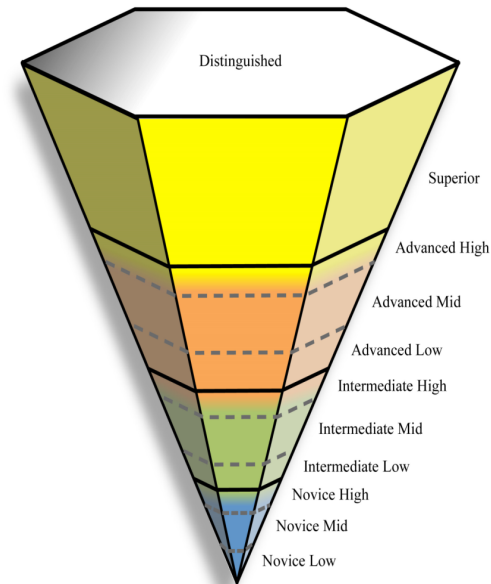
Identify desired results – What are the goals?

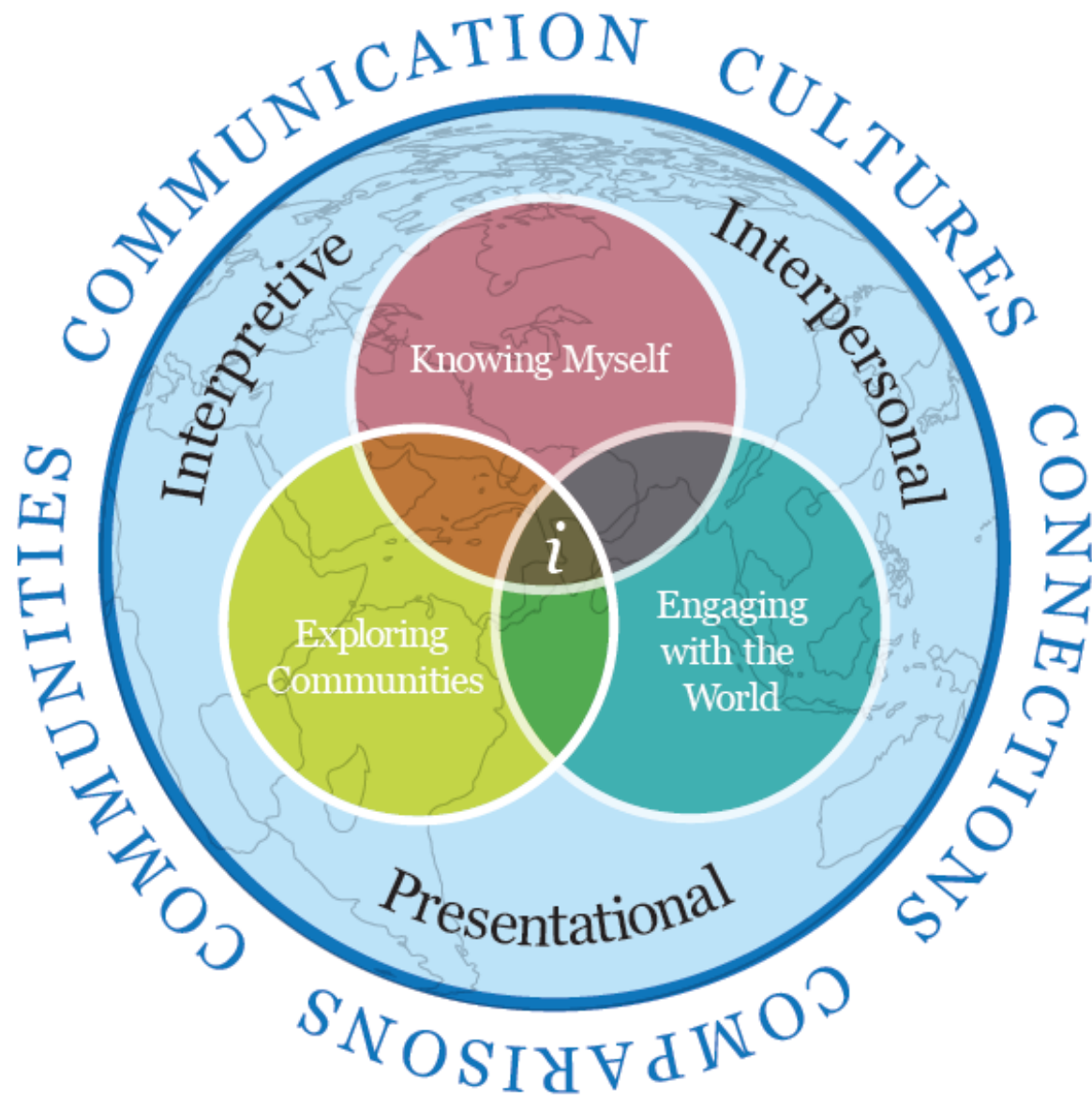
What?



**WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES**

How well?





Mindset for Curriculum Design



- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

Theme + Topic + Essential Question



Topic
Food
Family
Travel
Houses



“A coherent curriculum spirals around a set of “big ideas” and recurring Essential Questions.”

J. McTighe (2012)

Themes & Topics

Advanced Placement	International Baccalaureate	Clementi/Terrill
<ul style="list-style-type: none">• Personal and Public Identities• Families and Communities• Contemporary Life• Beauty and Aesthetics• Science and Technology• Global Challenges	<ul style="list-style-type: none">• Social Relationships• Cultural Diversity• Customs and Traditions• Leisure• Health• Communication and Media• Science and Technology• Global Issues	<ul style="list-style-type: none">• Identity/Belonging• Well-being• Creativity• Exploring Time and Place• Discovery• Challenges

Essential Questions



- ❑ They can be answered in the target language.
- ❑ They have no one right answer.
- ❑ All students can answer them.
- ❑ They enable all students to learn.
- ❑ They involve thinking, not just answering.
- ❑ They make students investigators.
- ❑ They are provocative—they hook students into wanting to learn.

Topic + Theme + Essential Question

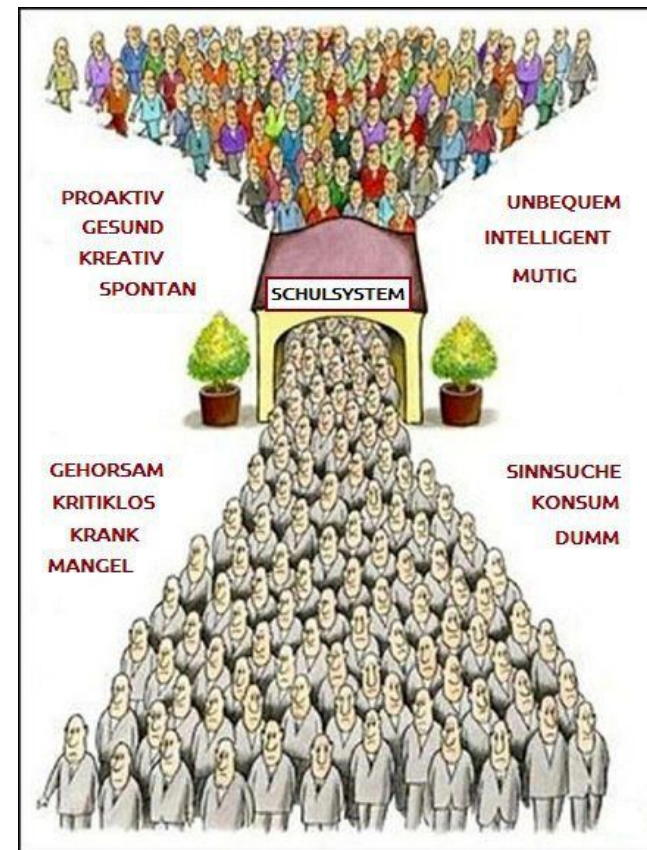
Performance Range	Theme	Topic	Essential Question
Novice – Elem	Well-being	Healthy Habits	What are healthy habits?
Novice – Elem	Identity/Belonging	My Community	What is a community?
Novice - Elem	Exploring Time and Place	The Amazon Rainforest	What makes the rainforest unique?
Novice	Personal and Public Identities	Global Ciizenship	Who am I? What is a global identity?
Novice	Contemporary Life	A Day in the Life..	How does where I live influence what I do?
Novice	Contemporary Life	Vacation Time	Why do we travel?
Novice	Global Challenge	Endangered Species	Why are animals endangered?
Novice	Contemporary Life	Schooling Around the World	What role does school play in our lives?

Topic + Theme + Essential Question

Performance Range	Theme	Topic	Essential Question
NH/IL	Contemporary Life	All Work and No Play	What is a balanced lifestyle?
NH/IL	Contemporary Life	City Life	What is the ideal city?
NH/IL	Personal and Public Identities	The “Selfie”	Who is the real me?
NH/IL	Beauty and Aesthetics	Housing and Shelter	How much space do we need?
INT	Science and Technology	Travel and Exploration	Why does man explore?
INT	Families and Communities	Relationships	What does it take to get along?
INT	Global Challenges	Healthy Planet	How healthy is the planet?
INT	Contemporary Life	Culinary Adventures	What role does food play in our lives?

Unit Overview

Performance Range	Novice Range
Language and Level	Level 1
Theme	Well-being
Topic	School Days
Essential Questions	What role does school play in our lives?
Number of weeks	6 weeks
Instructional Minutes	250 weekly



Contemporary Life: School Days

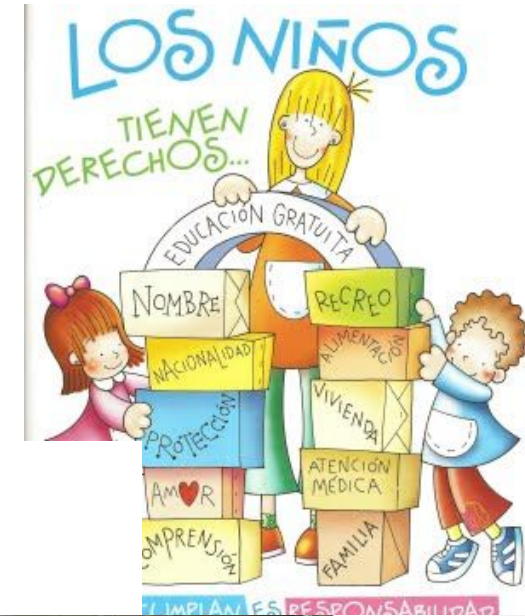
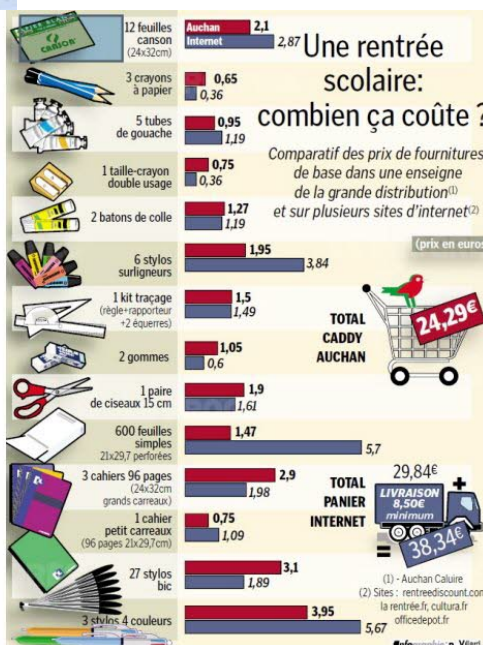
What role does school play in our lives?

30



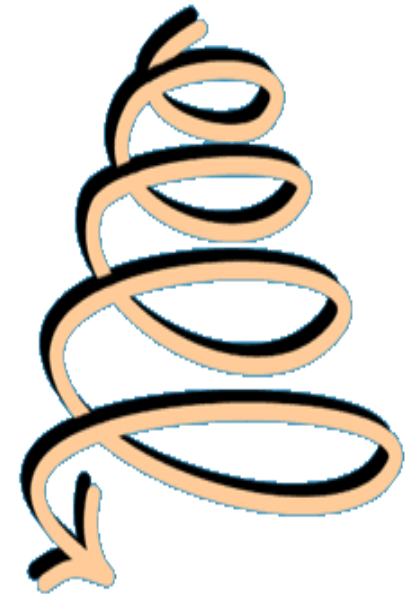
HORARIO

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
9:30 – 10:30	Lengua	Lengua	Matemáticas	Matemáticas	Lengua
10:30 – 11:00	Inglés	Matemáticas	Lengua	Inglés	Inglés
11:00 – 11:30	Matemáticas			Lengua	Matemáticas
11:30 – 11:45	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
11:45 – 12:15					
12:15 – 13:00	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
15:00 – 16:00	Educación Artística (Taller)	Piscina / Ajedrez y otros juegos	Inglés	Piscina/ Ed. Física	Biblioteca
16:00 – 17:00			Ed. Artística (Música)		Consejo



Work from a clearly articulated curriculum

- Building knowledge through content-rich non-fiction
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational; and
- Regular practice with complex text and its academic language.



Authentic Text

32



written by native
speakers for native
speakers

- provides visual support
- is culturally rich
- provides models of correct language

Meaning bearing – a message that students want
and need to understand

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

33



Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Cultures

Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.



HORARIO

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
9:30 – 10:30	Lengua	Lengua	Matemáticas	Matemáticas	Lengua
10:30 – 11:00	Inglés	Matemáticas	Lengua	Inglés	Inglés
11:00 – 11:30	Matemáticas			Lengua	Matemáticas
11:30 – 11:45	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
11:45 – 12:15					
12:15 – 13:00	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
15:00 – 16:00	Educación Artística (Taller)	Piscina / Ajedrez y otros juegos	Inglés	Piscina/ Ed. Física	Biblioteca
16:00 – 17:00			Ed. Artística (Música)		Consejo

Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Lead with Culture

Create a global mindset.....

A diagram consisting of four colored squares arranged in a 2x2 grid. A horizontal bar, composed of a red segment on the left and a blue segment on the right, passes behind the squares. The top-left square is green and contains the text 'Rooms of the house'. The top-right square is red and contains the text 'school'. The bottom-left square is blue and contains the text 'meals'. The bottom-right square is purple and contains the text 'family'.

Rooms of the
house

school

meals

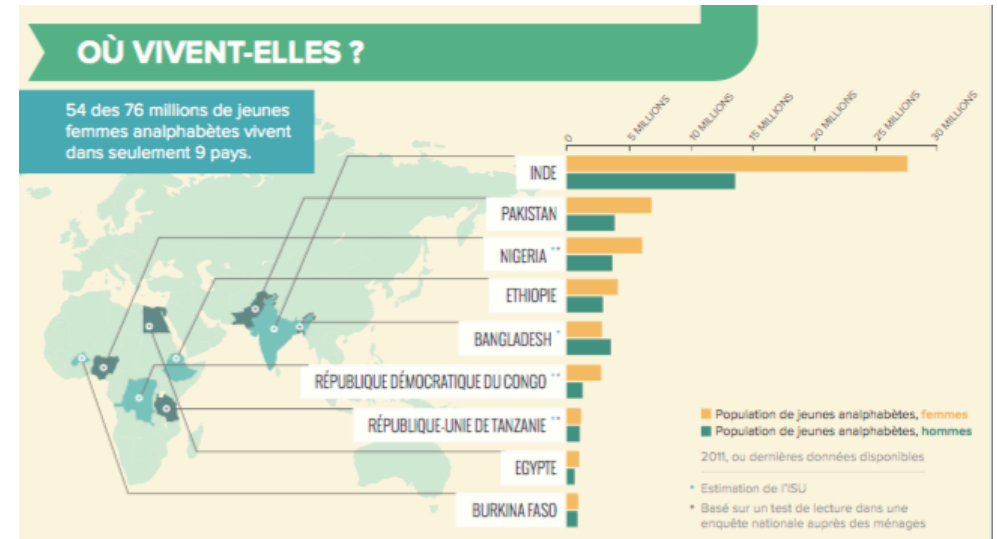
family

Connections

Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

EST-CE QUE
L'ÉCOLE EST OBLIGATOIRE



Acquiring Information and Diverse Perspectives

Learners acquire information and access diverse perspectives that are available through the language and its culture.

Comparisons

Language Comparisons

Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.



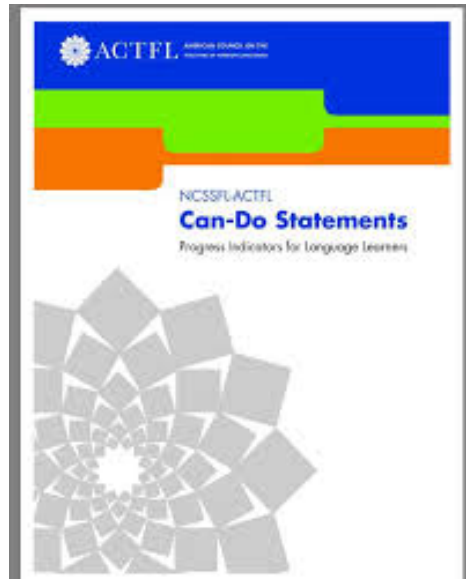
Cultural Comparisons

Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

21st Century Skills: The 4Cs of Education



**Creativity
and
Innovation**



**Critical
Thinking and
Problem Solving**



Identity/Belonging: School Days

What role does school play in our lives?



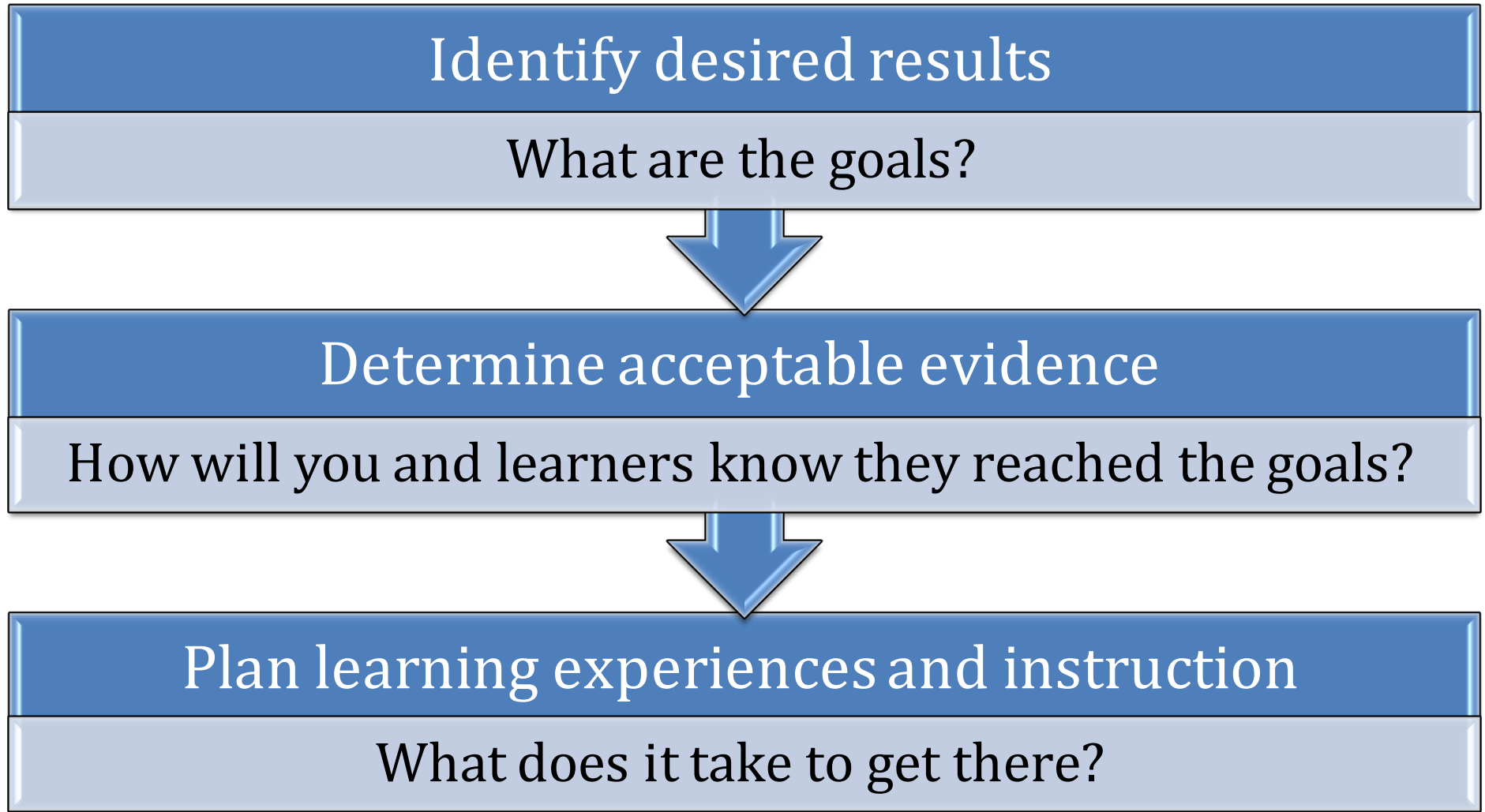
Unit Goals

Learners will be able to:

- Discuss their likes and dislikes with regard to school
- Comment on what they need to learn and what they do to learn
- Make comparisons between their school life and school life in the target culture
- Comment on the importance of school and who goes to school
- Comment on how children go to school and make comparisons to their lives
- Share information about their school with others



Backward Design – Units and Lessons



Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

ACTFL Integrated Performance Assessment

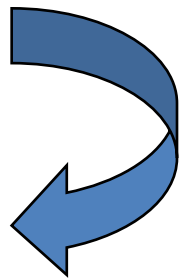
Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



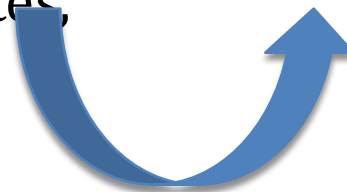
Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.



Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



Performance Based Assessment

- ❑ Do they address the major goals of the unit?
- ❑ Are they real-world tasks?
- ❑ Do they address 21st Century Skills? Common Core?
- ❑ Do the tasks match the targeted performance level?
- ❑ Do they allow students to address the essential question in some way?
- ❑ Interpretive: Are they based on authentic texts?
- ❑ Interpersonal: Is the communication meaningful?
- ❑ Presentational: Is there an audience beyond the teacher and classroom?

Identity/Belonging: School Days

What role does school play in our lives?

Interpretive Mode

Read school schedules from other countries and draw conclusions about similarities and differences.

Interpretive Mode

Read ads or lists about school supplies and indicate what is needed.

Interpretive Mode

Listen as individuals give their opinions about information related to school and demonstrate comprehension.

Creativity – Collaboration – Critical Thinking – Communication

Presentation Mode

Create a multi-media presentation that will introduce your school to other Spanish speakers.

Interpersonal Mode

Have a conversation where you discuss school and education. Comment on what you like and don't like about your school and make comparisons to other schools in other countries. Give your opinion about why education is or is not important.

Perhaps a bit more guidance....



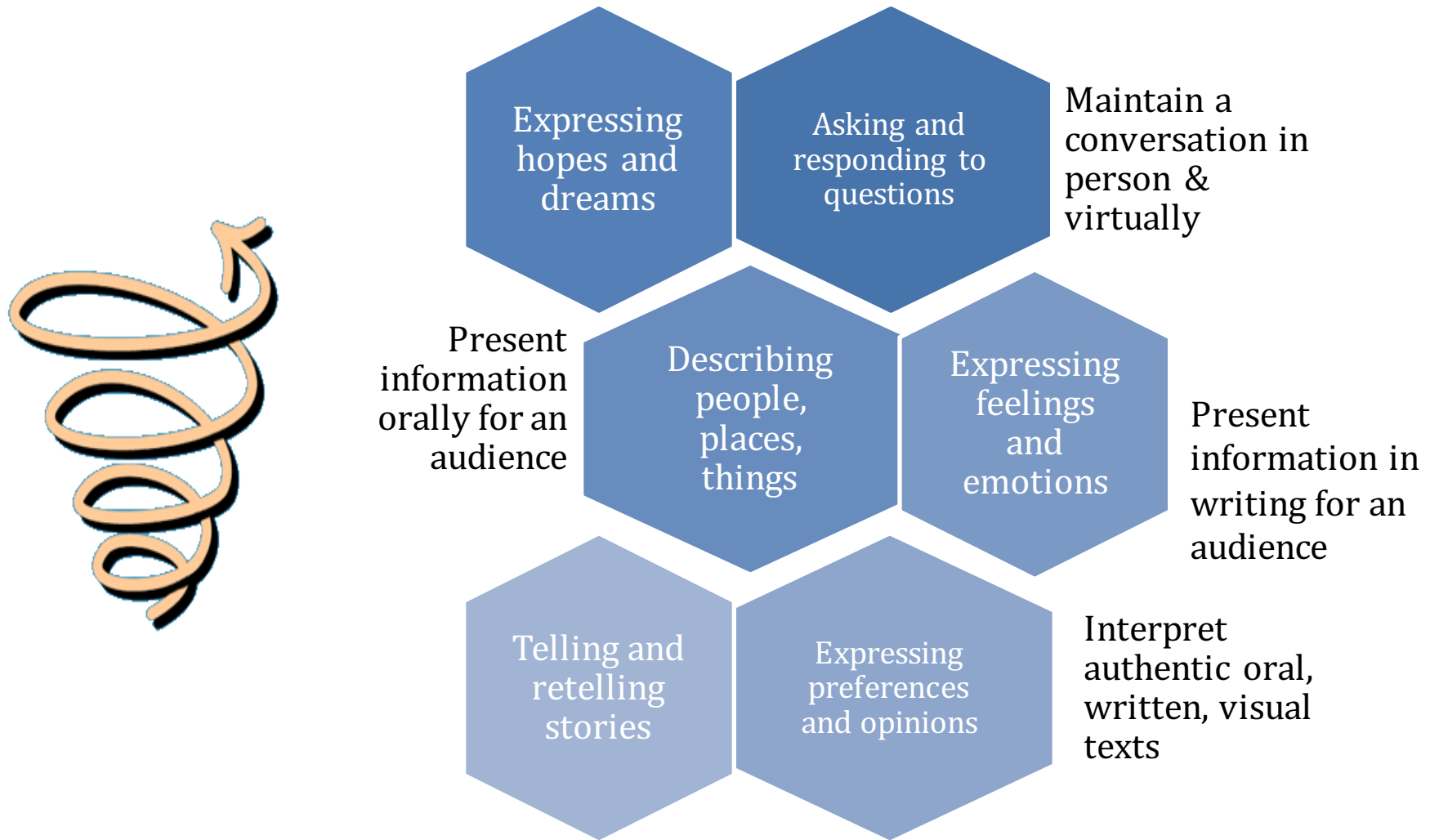
functions
grammar
interpersonal
culture
presentational
interpretive
vocabulary
content
modes

Toolbox

- ❑ Supporting Language Functions
- ❑ Supporting Structures/Pattern
- ❑ Priority Vocabulary
- ❑ Key Learning Activities/
Formative Assessments
- ❑ Resources
- ❑ Technology Integration



Top Ten Functions and Related Tasks



Key Function - Describing

FUNCTION	NOVICE → INTERMEDIATE → ADVANCED				
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
RELATED LANGUAGE FUNCTIONS					
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather	Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret			Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize	

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can use short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

☐ I can talk with someone about family.

☐ I can talk with someone about hobbies.

☐ I can talk with someone about school.

☐ I can _____

I can ask and answer questions on factual information that is familiar to me.

☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.

☐ I can _____

Laura Terrill

I can use the language to meet my basic needs in familiar situations.

**Bold statements
Main indicators for
the level and the
mode**

at school, work, or in the community.

vacation.

transportation, such as by train, bus,

taxi, or a ride with friends.

☐ I can _____

Can-Do Statements

Can Do Statements	
Interpretive	<ul style="list-style-type: none">• (L&R) I can understand details about school schedules.• (R) I can order schools supplies using an online site.• (R) I can understand statistics on who goes to school around the world.
Presentational	<ul style="list-style-type: none">• (S & W) I can talk and write about schools around the world.• (S & W) I can give simple reasons why school is important in my life and for all children.• (S & W) I can narrate a prepared script introducing my school.
Interpersonal	<ul style="list-style-type: none">• I can ask and answer simple questions about my school and schools from around the world.• I can exchange and give reasons for my opinions about school.• I can compare how I and others go to school.

Toolbox

Supporting Language Functions (I can....)	Supporting Structures/Patterns	Priority Vocabulary
Ask and give information on school subjects and schedules		
Explain what I can do to learn		
Express opinions about my classes		
Express what I need/don't need		
Explain how many classes I and others have		
Compare schools in different communities and in different times		
Explain how they and others go to school		
Recognize the rights of the child		
Share information on who goes to school		
Explain why school is important		

Toolbox

Supporting Language Functions (I can....)	Supporting Structures/Patterns	Priority Vocabulary
Ask and give information on school subjects and schedules	Do you like....I like, don't like ordinal numbers at what time	
Explain what I can do to learn	I can...read, study, etc.	
Express opinions about my classes	adjective agreement	
Express what I need/don't need	I need...	
Explain how many classes I and others have	how many	
Compare schools in different communities and in different times	In (Argentina) ..., but here.... Prepositions with countries Today's schools have... Schools used to have....	
Explain how they and others go to school	To go	
Recognize the rights of the child	All children need.. dignity, education, etc.	
Share information on who goes to school	Who goes... __% of girls go...	
Explain why school is important	Education is... Important, essential, a right the foundation for the future	

Toolbox

Supporting Language Functions (I can....)	Supporting Structures/Patterns	Priority Vocabulary
Ask and give information on school subjects and schedules	Do you like....I like, don't like ordinal numbers at what time	school subjects school supplies places in school buildings days of the week months of the year time verbs associated with school *** A right, basic right Dignity, education Percent Recess
Explain what I can do to learn	I can...read, study, etc.	
Express opinions about my classes	adjective agreement	
Express what I need/don't need	I need...	
Explain how many classes I and others have	how many	
Compare schools in different communities and in different times	In (Argentina) ..., but here.... Prepositions with countries Today's schools have... Schools used to have....	
Explain how they and others go to school	To go	
Recognize the rights of the child	All children need.. dignity, education, etc.	
Share information on who goes to school	Who goes... __% of girls go...	
Explain why school is important	Education is... Important, essential, a right the foundation for the future	

Vocabulary: Imagine the conversation.....

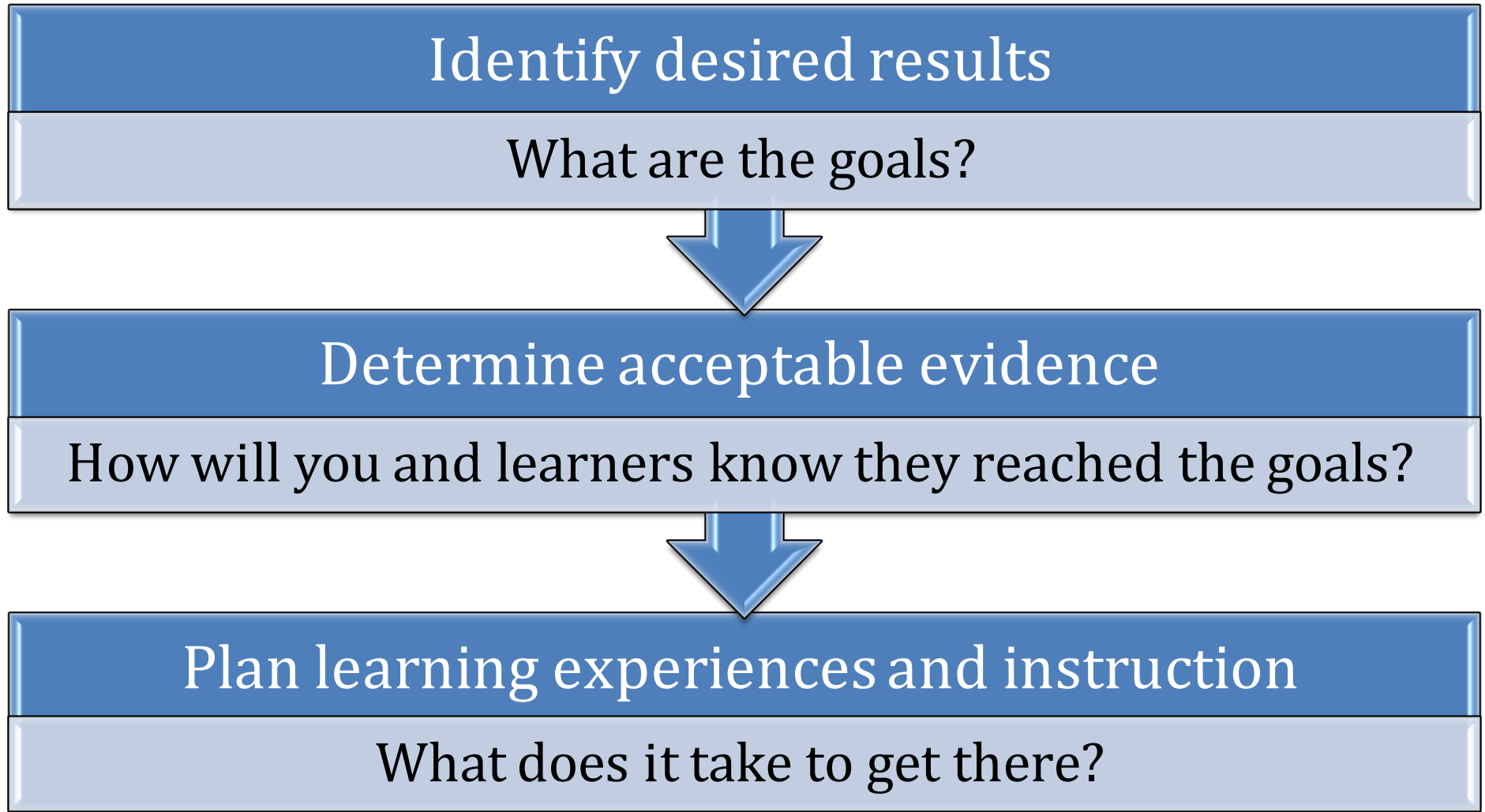
64

Discuss school schedules

Comment est ton horaire à l'école?	What is your school day like?
La journée est trop longue.	The day is too long.
Je passe 8 heures à l'école.	I spend....
Quels jours tu vas à l'école?	What days do you go to school?
J'y vais tous les jours – lundi à vendredi.	I go there everyday Monday through Friday.
Je dois y aller le samedi aussi.	I have to go on Saturdays also.
Est-ce que les jours sont différents?	Are the days different?
Heureusement, oui.	Fortunately, yes.
Malheureusement, non.	Unfortunately, no.
<i>Personal Vocabulary</i>	



Backward Design – Units and Lessons



Key Learning Activities/Formative Assessments

Key Learning Activity/Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication
Open unit with video on going to school around the world, comment on how children go to school	Comparing school life around the world and types of transportation	Interpretive
Talk about school supplies and classroom objects in classrooms around the world	Comment on what students need to learn	Interpretive Interpersonal
Compare school schedules from different cultures, number of days, months, vacation	Compare their school day to those of others	Interpretive Interpersonal
Focus on school subjects – likes and dislikes. Share opinions.	State opinions on school, giving reasons for those opinions	Interpersonal
Discuss school schedules from around the world, talking about likes and dislikes. Come to agreement on an ideal schedule.	Compare their school day to those of others and use that information to create a better schedule	Interpretive Interpersonal

Resources

Chinese	
French	https://www.pinterest.com/lterrillindy/french-ecole/ Chemins de l'école - https://www.youtube.com/watch?v=tlrK1Vc7Lek
German	https://www.pinterest.com/lterrillindy/german-schule/
Spanish	De camino a la escuela - https://www.youtube.com/watch?v=qSkEJ_bitPQ http://www.pinterest.com/lterrillindy/school-spanish/

Getting the most out of a text



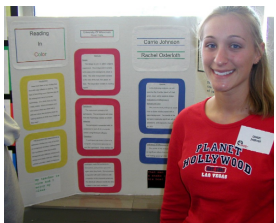
Read and/or listen

- How can you best use this text in the **interpretive** mode?



Talk about it

- What **interpersonal** conversation would students be likely to have on this topic?



Write about it

- What might students do in the **presentational** mode as a way of making learning more concrete?

Un enfant réalise son rêve grâce à une photo



Inferencing



1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

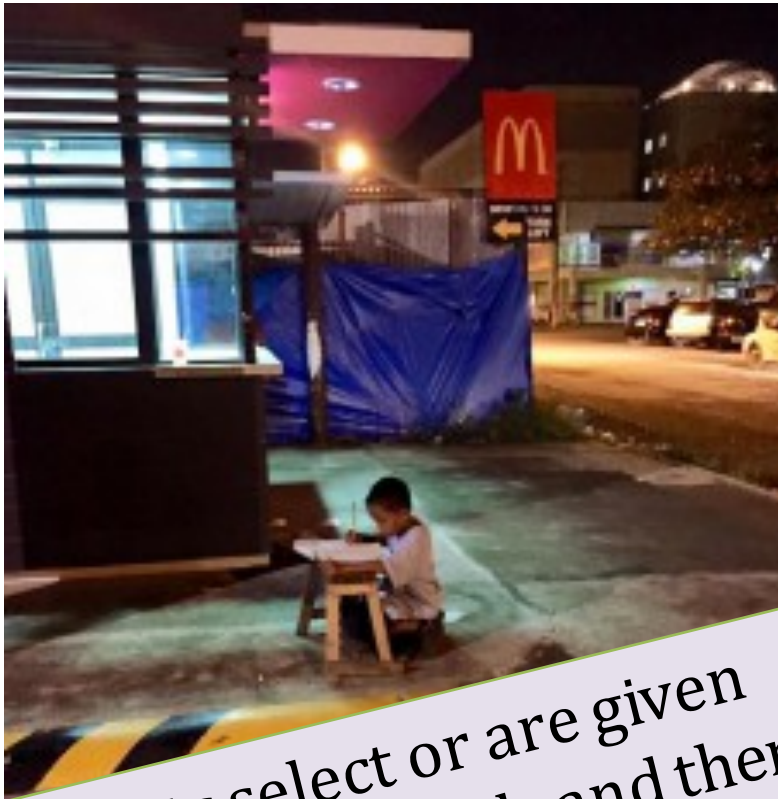
Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.



Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.



Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippins travaillent ou mendent au lieu d'aller à l'école.

Students select or are given 3-4 important words and then explain why they are important.

Write 5 sentences about Daniel.....



Daniel studies.
He likes school.
He reads. He
writes. He works
a lot.

Asking Questions



Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Develop the Role Play




Ask and answer questions as you compare your school schedule with the schedule of another person. Identify similarities and differences. Consider:

- yearly and daily schedules
- vacations
- types of classes
- school lunches
- personal opinions about school

performance
interpretive
perspectives



proficiency
connections
interpersonal



“Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.”

Sandra Savignon

Communicative Competence: Theory and Classroom Practice

Thank You



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